

Foreign Language Academy PYP Assessment Policy

Mission: Foreign Language Academy empowers students to be independent, lifelong learners who take initiative to solve local and global problems. Our community creates a multilingual learning environment which emphasizes inquiry, leadership and critical thinking.

- Our educational approach focuses on the whole child, nurturing the intellectual, emotional, and social development of each child. We recognize and value the unique abilities of every child.
- Our teachers are committed to maximizing the academic success of each student, providing innovative instruction based on educational best practices.
- We offer many opportunities for family and community involvement in the education of our students.

As an International Baccalaureate (IB) World School, we are also aligned with the IB Organization's mission and their IB Learner Profile.

- The IB mission statement can be viewed at: <http://www.ibo.org/mission/>
- The IB learner profile can be viewed at: <http://www.ibo.org/programmes/profile/>

Philosophy or Assessment Beliefs

Assessment is integral to all teaching and learning. We believe that the teaching and learning cycle begins with *assessment*, rather than teaching. The prime objective of assessment in the PYP is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009).

At Foreign Language Academy, we believe that assessment provides information through its diagnostic, formative and summative components. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision making is driven by our assessments.

Purpose of Assessment

The purpose of assessment is to inform and involve students, parents, teachers and administrators. Effective assessments allow:

- Students to be an active part of the learning process through reflection and demonstration of their understanding.
- Teachers to guide their instruction and to communicate progress with students and families.
- Parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- Administrators to build a sense of community within the school and communicate the school's progress.

Types of Assessment used at Foreign Language Academy

Diagnostic/pre-assessment : Diagnostic assessment prior to teaching helps teachers and students find out what the

students already know and can do.

Formative assessment: Formative assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers use various assessment tools to keep a record of student progress.

Summative Assessment: Summative assessment takes place at the end of the teaching and learning process and provides students with an opportunity to show what they have learned. It also shows how effectively students understand the central idea of the unit.

20 Day Plan: Using pre-assessment data, teachers will create 20 day (approximately 1 month) plans to address student needs. Based on the data, teachers will identify students who need intensive intervention to master skills and outline a plan, including specific strategies, to provide instruction designed to increase students' achievement in the deficient areas identified from assessments.

The 5th Grade Exhibition: The 5th grade students are expected to develop and present their own collaborative unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes and action). This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

Practice (Strategies for recording and reporting)

- Observation: Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
- Performance assessment: Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.
- Process-focused assessment: Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding or struggling to meet the expectations.
- Open-ended tasks: Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram or a solution.
- Test/quiz: These assessments provide a snapshot of students' subject-specific knowledge.
- Student reflections: Students may be asked to reflect on what they have learned at the end of a lesson/unit.
- Exemplars: samples of students' work that serve as a concrete standard against which other samples are judged.
- Checklists: lists of information, data, attributes or elements that should be present in students' work or performance.
- Rubrics: an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers.
- Anecdotal records: brief, written notes based on observations of students.

School/District Wide Assessment Tools

Kindergarten Language Screening Test-Second Edition (KLST-2) - used as screening tool for entering Kindergarten students

EDL2- Running record for Spanish reading level assessment

Alpha Kids

QRI

NWEA (until 2017-18)

iReady (begin 2018-19)

Missouri Assessment Program (MAP)-state assessment for grades 3-8 (ELA, Math) and 5,8 (Science)

WIDA- English Language Learner assessment

Reporting to Stakeholders

The Written Report

- Teachers will complete the Kansas City Public Schools district-mandated report card at the completion of each quarter. The report card includes grades for all curricular areas. The district electronically stores a copy of each student's report card.
- Families will receive updates for students at minimum at the mid-quarter, but in many cases, more frequently.
- Staff will administer the NWEA Measures of Academic Progress (MAP) test to students in grades 1-8 in the fall, winter and spring of each year. MAP measures student growth through the year and provides a target growth for the student. Families receive an NWEA progress report at conferences twice per school year.

Parent/Teacher/Student Conferences

Conferences with parents and families are scheduled formally twice per school year. These are student-led conferences with teachers and students collaborating on the content which is then shared with parents, with the student taking the lead in sharing. Conferences include information on the student's current progress, along with goals for achievement. Student reflection on their strengths and weaknesses is also part of the conference.

Portfolios

- Portfolios are a purposeful collection of a student's work that is designed to demonstrate successes, growth, higher-order thinking, creativity and reflection.

Foreign Language Academy is reviewing its implementation of a combination of PYP portfolios and Leader in Me Data Notebooks. Information from student progress throughout the units of inquiry, including work samples, along with ongoing assessment data will be a part of these notebooks. The staff will begin to collaborate on an essential agreement as to the format and availability of these notebooks in the 2018-19 school year.

Assessment Review: As a staff, we will review our assessment agreements and policy annually.

References (2009). PYP - Making it happen: A curriculum framework for international primary education. www.ibo.org